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ABSTRACT

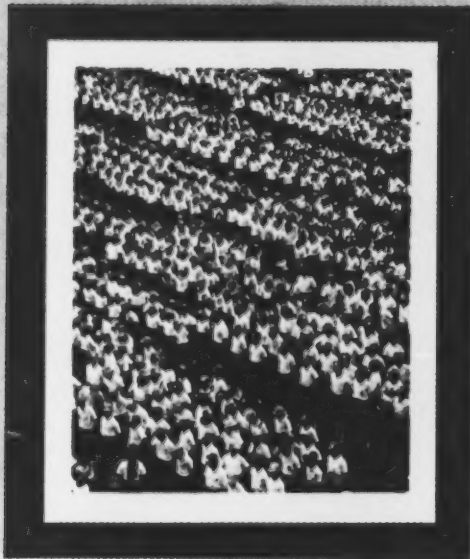
This document describes in detail the history and structure of the Republic of China's educational system. Section 1 includes charts detailing school density and changes in school population since 1950. Section 2 addresses the aim of education and its legal background. Section 3 presents a synopsis of current school regulations at all levels. Section 4 describes the educational administrative system and functions, including an organizational chart. Section 5 illustrates the organization of educational administrative agencies. Section 6 examines the organization of a public university, a high school, and an elementary school. Section 7 summarizes school patterns, listing qualifications of admission, periods of study, and conditions of graduation. Section 8 surveys educational expenditures. Section 9 outlines teacher qualifications. Section 10 addresses teacher remuneration. Section 11 discusses in-service training and advanced study for teachers. Section 12 covers welfare provisions for teachers. Section 13 deals with curriculum, teaching materials, and equipment. Section 14 describes the current condition of schools. Section 15 presents detailed charts about students and population. Section 16 outlines the categories of vocational, university, college, and junior college students. Section 17 discusses social education. Section 18 describes youth recreational activities. Section 19 examines the international cultural interflow--students studying in Taiwan and Taiwanese students studying abroad. Section 20 briefly summarizes Taiwan's educational aims. Numerous graphs and charts are used to present data. (GEA)

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EDUCATION IN THE REPUBLIC OF CHINA



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Bureau of Statistics
MINISTRY OF EDUCATION
1988

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1. GENERAL DESCRIPTION

After the Manchu government was overthrown in 1911, Dr. Sun Yat Sen, the founder of the Republic of China, hoped to establish a nation based on the Three Principles of the People—Nationalism, Democracy, and the People's Livelihood. It was evident that the realization of these Three Principles would depend upon the modernization of Chinese education.

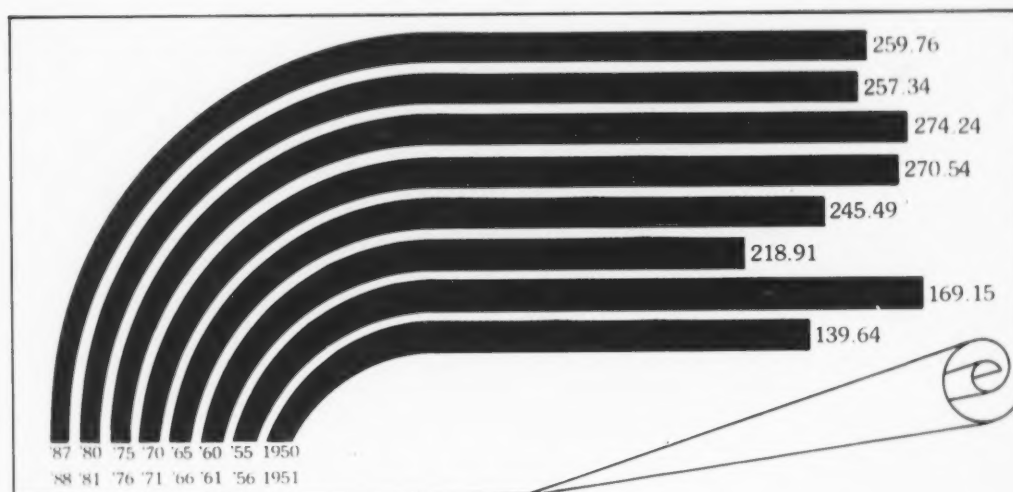
The early years of the Republic of China were a time of disappointment. The rate of illiteracy in the rural economy was extremely high. Warlords controlled the provincial governments and civil wars continued for more than ten years. President Chiang Kai Shek defeated the warlords and unified the country in 1928, and then the Chinese people were suffer repeated Japanese aggressions. Finally, just after the Chinese government began to rehabilitate Chinese education following World War II, the Chinese Communists started a nation-wide rebellion. The central government was forced to move to Taiwan in 1949.

In Taiwan, the Chinese government has developed the educational system under great difficulties. Because of the efforts and industriousness of the people, both the economy and education have made spectacular progress in the last thirty-nine years. One good example of this progress is the compulsory education services; beginning in 1968, the period of compulsory education in the Republic of China was increased from six to nine years. Clearly, this was an epochal event in the history of Chinese education.

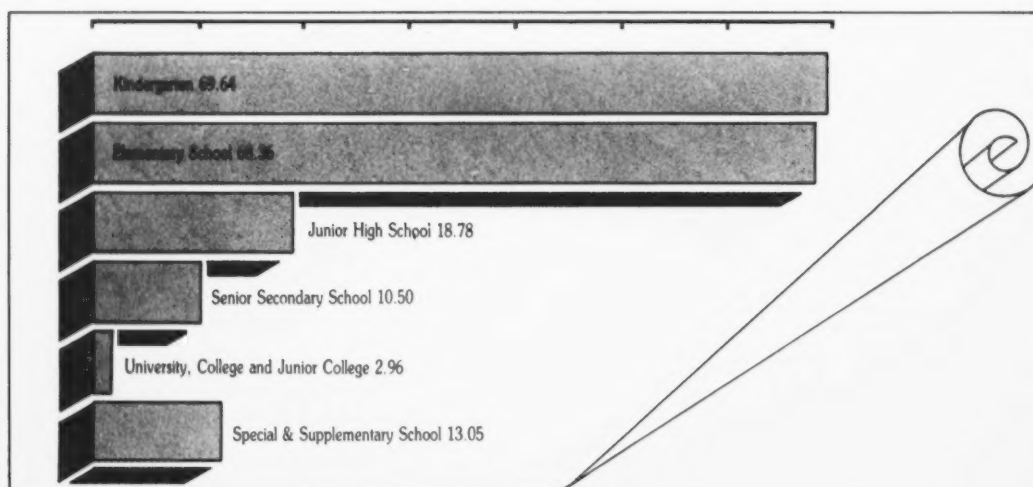
Number of Schools and Students

School Year	Number of Schools	Number of Students
1950-51	1,504	1,054,927
1951-52	1,703	1,134,627
1952-53	1,769	1,187,858
1953-54	1,927	1,275,988
1954-55	2,001	1,383,094
1955-56	2,165	1,535,505
1956-57	2,321	1,678,788
1957-58	2,451	1,848,038
1958-59	2,593	2,037,095
1959-60	2,795	2,212,588
1960-61	2,961	2,375,328
1961-62	3,095	2,540,665
1962-63	3,140	2,702,771
1963-64	3,232	2,823,674
1964-65	3,294	2,964,286
1965-66	3,371	3,117,397
1966-67	3,457	3,253,636
1967-68	3,570	3,406,233
1968-69	3,815	3,614,737
1969-70	3,926	3,809,930
1970-71	4,036	3,991,574
1971-72	4,115	4,130,691
1972-73	4,211	4,269,132
1973-74	4,328	4,334,462
1974-75	4,400	4,395,157
1975-76	4,540	4,449,009
1976-77	4,572	4,478,957
1977-78	4,698	4,522,037
1978-79	4,824	4,529,663
1979-80	4,950	4,570,132
1980-81	5,097	4,597,765
1981-82	5,241	4,641,975
1982-83	5,452	4,724,921
1983-84	5,738	4,799,833
1984-85	6,063	4,870,838
1985-86	6,285	4,942,310
1986-87	6,491	5,045,768
1987-88	6,628	5,123,742

STUDENTS & POPULATION (Students/1000 persons) SY 1987-88



SCHOOL DENSITY (Schools/1000 Sq. Km)



Total: 183.29 Schools/1,000 km²

2. AIM OF EDUCATION AND ITS LEGAL BACKGROUND

In 1929, the government of the Republic of China defined the aim of Chinese education and gave directions for its enforcement. As stated in the Constitution, the principal target of education is the realization of the Three Principles of the People. Education requires the teaching of geography and history to expound the true meaning of the nation: the utilization of group life to teach the operation of democracy, and the practice of productive labor to nurture the foundations of the Principle of Livelihood.

General education should be based on the teachings of Dr. Sun Yat Sen, so as to train children and youths in the eight national moral virtues; loyalty, filial piety, kindness, love, faith, righteousness, harmony, and peace. Also, they should be taught skills for earning a living and thus improve the productive power of the people. Social education should teach people to keep abreast of the current international situation; to understand the real meaning of the nation; and to be equipped with the basic knowledge for effective living both in the modern city and on the farm, with the skills to enrich family economy, with the necessary qualifications for self-government, with the habit of protecting public property—forests, works, and parks, with the virtue of helping the poor, with knowledge to prevent disasters, and with the desire to promote mutual cooperation.

University and technical education should emphasize practical sciences so that students will be equipped the technical knowledge and skills for the service of society. Normal education requires the adoption of modern educational techniques and strict physical and mental discipline in ord-

er to develop the best moral and academic teachers. Women's education must stress the cultivation of sound character and the preservation of the special nature of motherhood: this will help to establish a good family life and social life.

Physical education is an important component of school and social education. Secondary schools and universities should enforce adequate military training. Agricultural education must be closely linked with rural people, so as to renovate methods of farm production, to disseminate the teaching of agricultural science, and to improve rural organization and farmer's lives.

The Constitution of the Republic of China, promulgated in 1947, made special provisions for education and culture in Section 5, Chapter 13. Not only was the spirit of the above-mentioned educational aim incorporated in the Constitution, but it also stated unequivocally that all citizens shall have an equal opportunity for education and that poor people should have government assistance. In pursuit of this goal, all levels of government are required to spend a fixed percentage of their budgets on educational and cultural programs, and schools and cultural institution deserve governmental protection. Further, private education should be subsidized if it has a good record.

Consequently, all laws, regulations, and measures pertaining to Chinese education and culture are made by the government according to the spirit of the Chinese Constitution.

THE AIM OF CHINESE EDUCATION

In accordance with the Three Principles of the People, the purpose of Chinese education is to improve national living, to achieve mutual assistance, to develop national economic life and to prolong the life of the nation, so that we can attain, by

all means, to independence of the nation, democracy and a higher standard of living, and in the end, advance to an ideal world where harmony and equality prevail.

CONSTITUTIONAL PROVISIONS ON EDUCATION AND CULTURE THE CONSTITUTION OF THE REPUBLIC OF CHINA

Adopted by the National Constituent Assembly on December 25, 1946, promulgated by the National Government on January 1, 1947, and becoming effective on December 25, 1947.

CHAPTER 13 SECTION 5. EDUCATION AND CULTURE

Article 158. Education and culture shall aim at the development among the citizens, of the national spirit, the spirit of self-government, national morality, a healthy physique, scientific knowledge, and the ability to earn a living.

Article 159. All citizens shall have an equal opportunity to receive education.

Article 160. All children of school age from six to twelve years shall receive compulsory education. Those from poor families shall be supplied with book by the Government.

All citizens above school age who have not received compulsory education shall receive supplementary education free of charge and shall also be supplied with books by the Government.

Article 161. The various levels of government shall provide a large number of scholarships to assist students of good scholastic standing and exemplary conduct who lack the means to continue their school education.

Article 162. All public and private educational and cultural institutions in the country shall, in accordance with law, be subject to the State supervision.

Article 163. The State shall pay attention to the balanced development of education in different regions and shall provide social education to elevate the cultural standards of the citizens in general. Grants

from the National Treasury shall be made to frontier regions and economically poor areas to help them meet their educational and cultural expenses. The Central Government may either itself undertake the more important educational and cultural enterprises in such regions and areas or render them financial assistance.

Article 164. Funds earmarked for education, science, and culture shall be, in respect of the Central Government, not less than fifteen percent of the total national budget; in respect of the Provincial Government, not less than twenty-five percent of the total Provincial budget; and in respect of the Municipal or County Government, not less than thirty-five percent of the total Municipal or County budget. Educational and cultural foundations established in accordance with law, and their property, shall be protected.

Article 165. The State shall safeguard the livelihood of educational, scientific, and artistic workers and shall, as the national economy develops, increase their remuneration from time to time.

Article 166. The State shall encourage scientific discoveries and inventions and shall protect ancient monuments and ancient relics of historical, cultural, or artistic value.

Article 167. The State shall encourage or subsidize the following enterprises or individuals:

1. Private educational enterprises with outstanding records.
2. Overseas Chinese educational enterprises with outstanding records.
3. Individuals who have made scholarly or technical inventions.
4. Educational workers who have rendered long meritorious services.

3. SCHOOL SYSTEM

In 1902 the Manchu government published the "Regulations Governing the Establishment of Schools." During the past eighty years, many changes have been made in these school regulations, and separate regulations were designed for different levels of study. The following is a synopsis of the current regulations.

Periods of Study.

The total period of study from kindergarten to graduate school is flexible, it depends on individual. Normally this includes two years for pre-school education, six years for elementary education, three years for junior high school education, three years for senior secondary education. Higher education includes from two to seven years of undergraduate studies, two years or more for earning a master degree in a graduate school, and two years or more for earning the doctoral degree.

Compulsory education.

Beginning in the 1968 school year, nine years of publicly funded education was enforced in Taiwan Province, the Taipei and Kaohsiung special municipalities, Kinmen, and Matzu. The first six years are compulsory elementary education. The three years of junior high school are available without tuition to all students, and they are compulsory at the present time.

Senior secondary education.

It contains two groups: senior high schools and vocational schools. There are seven categories of vocational schools: agriculture, industry, commerce, marine products, nursing and midwifery, home economics, and opera & arts. The period of study for senior secondary students is three years.

Junior college.

Junior colleges are divided into two programs. One admits junior high school graduates for a five-year study program. The other admits senior secondary school students for a two or three-year study program. After completing their studies, junior college graduates may apply to the Institute of Technology for advanced studies.

Teacher education.

Normal College and University train elementary & secondary school teachers for a four-year

period, plus a one-year teaching internship; students for the normal college and university must be senior high school graduates. Starting 1987, the junior normal college is transformed into normal college.

Higher education.

The period of study for most undergraduate students is four years. Students in a few law, architecture departments, and medical colleges spend from five to seven years in undergraduate studies; including supervised internships.

Graduate education.

Holders of bachelors degrees & graduates from Junior College are admitted to graduate schools for masters degree studies, and holders of master degrees are admitted to work for doctoral degrees. Besides, the students of master program have excellent performance in academic field and graduates from medical school can directly register for doctoral degrees.

Evening schools.

Evening sessions affiliated with colleges and universities require undergraduate students to study for one year longer than daytime students in those institutions.

Special education.

At the present time, special schools are provided in kindergarten, elementary, junior high, and senior vocational departments. The period of study is the same as in ordinary schools. These departments provide special training for blind, deaf, physically handicapped, mentally retarded youths. Meanwhile, special classes have been set up at all level of schools not only for handicapped students but also for talented children.

Supplementary school education.

Supplementary school education is divided into five levels: supplementary elementary schools, supplementary junior high schools, supplementary senior secondary schools, supplementary junior colleges, and open university. The study period and curriculum are similar to the traditional schools.

THE CURRENT SCHOOL SYSTEM

The diagram illustrates the current school system, showing the progression of education from kindergarten to doctoral programs. The vertical axis on the left represents Normal School Age (1-31) and Normal Life Expectancy (4-31). The horizontal axis represents the duration of education in years (1-25).

Normal School Age: 1 to 31
Normal Life Expectancy: 4 to 31

Higher Education:

- DOCTORAL PROGRAM:** Requires 25 years of education.
- MASTER PROGRAM:** Requires 23 years of education.
- TECHNICAL COLLEGE:** Requires 22 years of education.
- WORKING EXPERIENCE:** Requires 21 years of education.
- UNIVERSITY & COLLEGE:** Requires 20 years of education.
- JUNIOR COLLEGE:** Requires 19 years of education.
- SENIOR HIGH SCHOOL:** Requires 18 years of education.
- SENIOR VOCATIONAL SCHOOL:** Requires 17 years of education.
- JUNIOR HIGH SCHOOL:** Requires 14 years of education.
- ELEMENTARY SCHOOL:** Requires 12 years of education.
- KINDERGARTEN:** Requires 5 years of education.

Special Education:

- JUNIOR HIGH:** Requires 14 years of education.
- ELEMENTARY:** Requires 12 years of education.
- KINDERGARTEN:** Requires 5 years of education.

Supplementary Education:

- UNIV. OF THE AIR:** Requires 25 years of education.
- SUPP. JR. COL.:** Requires 23 years of education.
- SUPP. JR. HIGH SCH.:** Requires 14 years of education.
- SUPP. ELEM. SCH.:** Requires 12 years of education.

4. EDUCATIONAL ADMINISTRATIVE SYSTEM AND FUNCTIONS

According to Chapter 10 of the Chinese Constitution, "Powers of the Central and Local Governments," the central government has the power of legislating and administering national education, or of delegating the administrative power to the provincial, special municipality, county, or city governments. The provincial government has the power of legislating and administering provincial-level educational systems, or of delegating the administrative power to the special municipalities and county governments. Likewise, the county governments may delegate their administrative powers to the city governments.

In the central government, there is the Ministry of Education. Each province has a Department of Education, special municipalities have Bureaus of Education, and each county or city has a Division or Bureau of Education.

The National Government.

The Ministry of Education is a branch of the central government, and is headed by a cabinet-level officer. The ministry is in charge of all administrative matters dealing with academic work, culture, and education in the Republic of China. It instructs and supports the senior local administrative officers regarding the execution of the powers delegated by the ministry. Subject to the approval of the Executive Yuan, the ministry may suspend or nullify the orders or directions of local administrative officers if the ministry feels that they are acting contrary to laws or regulations, or exceeding their powers.

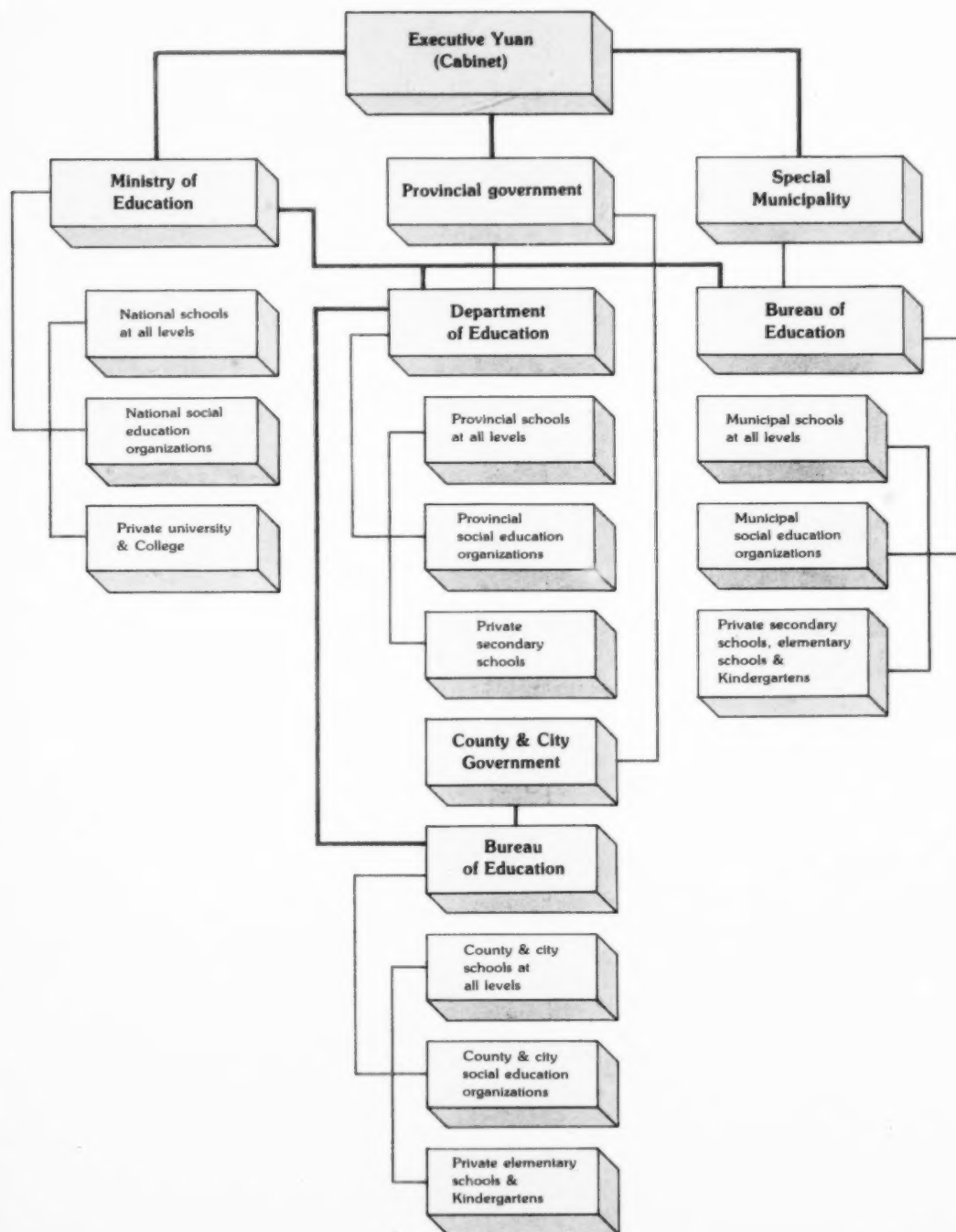
Provincial or Special Municipality Governments.

The provincial Department of Education and the special municipalities' Bureaus of Education are responsible in the following areas: matters related to provincial/special municipality school education; matters related to the supervision of the work and aim of educational and academic bodies in the province or special municipality; matters related to the planning and administration of libraries, museums, and stadiums in the province or special municipality; and matters related to other educational administrative affairs in the province or special municipality.

County or City Governments

The county Division of Education or the city Bureau of Education is responsible in the following areas: matters related to county/city school education; matters related to county/city planning and administration of libraries, museums, and stadiums; and matters related to other cultural and social educational affairs in the county or city.

SYSTEM OF EDUCATIONAL ADMINISTRATION
1988



5. ORGANIZATION OF EDUCATIONAL ADMINISTRATIVE AGENCIES

Ministry of Education

The Minister takes overall charge of the matters of the Ministry. He is assisted by one political vice minister and two administrative vice ministers. In the Ministry, there are seven departments, five bureaus, four offices, a computer center and various committees to handle the planning and supervision of educational administrative matters. Altogether, the Ministry has set up nine committees responsible for the discussion of educational administrative matters and offering suggestions and recommendations. Under the Ministry, there are thirteen institutions to handle matters respectively pertaining to the promotion and guidance of cultural activities, the compilation and screening of textbooks and other publications, the collection and exhibition of cultural objects and books, the collection and demonstration of scientific teaching aids, and the research and improvement of Chinese medicine, seventeen national universities, colleges, ten national junior colleges and some experimental schools are directly under the jurisdiction of the Ministry in 1988. Officers of cultural affairs are sent to overseas areas. They are attached to the Chinese embassies to handle liaison and cooperation of international cultural and educational matters, and to offer guidance to Chinese students studying abroad.

Taiwan Provincial Department of Education

The Commissioner of Education takes charge of all affairs of the department with a Deputy Commissioner to help him. Under the Department, there are 6 divisions, and 8 offices to handle the promotion and supervision of educational matters in the Province; two committees, 6 institutions, 1 stadium, 1 symphony orchestra, 1 bookstore, taking care respectively of the collection and exhibition of cultural objects and publications, the promotion of social activities, the printing of textbooks, and the in-service training of elementary and secondary school teachers. There are 8 normal colleges, 1 junior college, 138 secondary schools, 8 experimental elementary schools, 252 supplementary schools, and 5 special schools under the jurisdiction of the Department in 1988.

Special Municipal Bureau of Education

The Director of Education takes over-all charge of Bureau affairs with a Deputy Director to help him. There are five divisions, six offices, and one committee in the Bureau to take care of the promotion and supervision of educational affairs in the City. Under the Bureau there are libraries and institutions to handle the collection and exhibition of books and social educational activities.

County/City Bureau of Education of Taiwan Province

The Director takes charge of all matters pertaining to the Bureau assisted by a secretary. Under the Bureau, there are five sections, and several inspectors to handle the promotion and supervision of county educational affairs.

ORGANIZATION OF MINISTRY OF EDUCATION 1988

Ministry				
Administrative Vice Minister		Political Vice Minister		Administrative Vice Minister
INTERNAL UNITS	COMMITTEES	AFFILIATED SCHOOLS		
Secretariat	National Academic Council	UNIVERSITIES	JUNIOR COLLEGES	PREPARATORY SCHOOL
Counsellors Office	Educational Research Council	National Taiwan University	National Taiwan Academy of arts	National Preparatory Classes for Overseas Chinese Students Entering Colleges
Inspectors Office	Committee on School Discipline & Moral Education	National Cheng Chi University	National Ping Tung Junior College of Agriculture	
Department of Higher Education	Committee on Medical Education	National Tsing Hua University	National Chia Yi Junior College of Agriculture	HIGH SCHOOLS
Department of Tehnological & Vocational Education	Committee on Overseas Chinese Education	National Taiwan Normal University	National Taipei Junior College of Technology	National Experimental High School for Overseas Chinese
Department of Secondary Education	Screening Committee on Appeals	National Cheng Kung University	National Kaohsiung Junior College of Technology	Affiliated High School of National Taiwan Normal University
Department of Elementary Education	Committee on Laws & Statutes	National Chung Hsin University	National Yun Lin Junior College of Technology	Affiliated High School of National Kaoh Siung Normal College
Department of Social Education	Mandarin Promoting Council	National Central University	National Taipei Junior College of Nursing Technology	National Experimental High School Science-base Industrial Park
Department of Physical Education	Committee for School on the Air	National Chiau Tung University	National Taipei Junior College of Commerce	National Kinmen High School
Department of General Affairs	AFFILIATED AGENCIES	National Sun Yat Sen University	National Taichung Junior College of Commerce	National Matsu High School
Bureau of International Cultural & Educational Relations	National Institute of Compilation & Translation	Open University	National Kaohsiung Junior College of Marine Technology	VOCATIONAL SCHOOLS
Bureau of Students Military Training	National Central Library	COLLEGES	National Taiwan College of Education	National Fu Hsing Opera School
Bureau of Accounting	National Educational Materials Center			National Kinmen Agriculture & Industry School
Bureau of Statistics	National Historical Museum	National Yang Ming Medical College	National Institute of The Arts	Affiliated Senior Vocational-industrial School of National Taiwan College of Education
Bureau of Personnel	National Chinese Medicine Research Institute	National Taiwan College of Marine Science and Technology		
Office of Science & Technology	National Taiwan Science Hall	National Kaohsiung Normal College	National College of Physical Education & Sports	
Computer Center	National Taiwan Art Hall			
	Chiang Kai Shek Memorial Hall	Preparatory National Museum of Science & Technology		Overseas Cultural Units
Dr. Sun Yat Sen Memorial Hall	National Museum of Natural Science	National Theater & Concert Hall		

**ORGANIZATION OF TAIWAN PROVINCIAL
DEPARTMENT OF EDUCATION
1988**

Deputy Commissioner

INTERNAL UNITS	COMMITTEE	AFFILIATED UNITS	AFFILIATED SCHOOLS
Secretariat	Committee on Welfare Funds for Elementary & Secondary School Teachers & Administrative Staffs	Provincial Libraries	Provincial Colleges
First Division (Higher education)		Provincial Museums	Provincial Junior Colleges
Second Division (Secondary education)		Provincial Social Education Centers	Provincial Senior High Schools
Third Division (Vocational education)		Provincial Stadiums	Provincial Vocational Schools
Fourth Division (9-Year compulsory education)		Provincial Symphony Orchestra	Provincial Experimental Elementary Schools
Fifth Division (Social education)		Taiwan Bookstore	Provincial Schools for the Blind
Sixth Division (Health & Physical education)		Elementary School Teachers In-Service Training Center	Provincial Schools for the Deaf
Inspectors Office		Provincial Museum of Art	Provincial School for the Mentally Retarded Students
General Affairs Office		Secondary School Teachers' In-Service Training Center	Provincial Jen Ai School (for physically handicapped students)
Team of Research, Development & Evaluation		Committee on Promotion of Mandarin	Provincial Supplementary School
Student Military Training Office		Committee on Physical Education	
Accounting Office			
Statistics Office			
Personnel Office			

**ORGANIZATION OF COUNTY/CITY BUREAU
OF EDUCATION OF TAIWAN PROVINCE**

INTERNAL UNITS	School Administrative Section	Basic Educational Section	Social Educational Section	Physical Educational Section	Personnel Section
INSPECTORS					
AFFILIATED UNITS	County/City Stadiums	County/City Social Education Centers	County/City Museums	County/City Libraries	County/City Cultural Center
AFFILIATED SCHOOLS	County/City Junior High Schools	County/City Elementary School	County/City Supplementary Schools		

**ORGANIZATION OF BUREAU OF EDUCATION
1988
TAIPEI SPECIAL MUNICIPALITY**

Director
Deputy Director

INTERNAL UNITS	COMMITTEE	AFFILIATED UNITS	AFFILIATED SCHOOLS
Secretariat	Committee on Welfare Funds for Taipei Municipal Elementary & Secondary School Teachers & Administrative Staffs	Municipal Libraries	College
First Division (Higher & Vocational education)		Municipal Social Education Centers	Junior Colleges
Second Division (Secondary Education)		Municipal Stadium	Senior High Schools
Third Division (Elementary Education)		Municipal Symphony Orchestra	Vocational Schools
Fourth Division (Social Education)		Chinese Classic Orchestra	Junior High Schools
Fifth Division (Health & Physical Education)		Municipal Zoological Garden	Elementary Schools
Inspectors Office		Municipal Observatory	Supplementary Schools
Student Military Training Office		Municipal Fine Arts Museum	School for the Blind
Accounting Office		Teacher's Training Center	School for the Deaf
Statistics Office			
Personnel Office			

KAOHSIUNG SPECIAL MUNICIPALITY

Director
Deputy Director

INTERNAL UNITS	COMMITTEE	AFFILIATED UNITS	AFFILIATED SCHOOLS
Secretariat	Committee on Welfare Funds for Kaohsiung Municipal Elementary & Secondary School Teachers & Administrative Staffs	Municipal Stadium	Senior High Schools
First Division (Senior Secondary Education)		Municipal Social Education Centers	Vocational Schools
Second Division (Junior High School Education)		Municipal Libraries	Junior High Schools
Third Division (Elementary Education)		Municipal Cultural Center	Elementary Schools
Fourth Division (Social Education)			Supplementary Schools
Fifth Division (Health & Physical Education)			School for Deaf
Inspectors Office			School for the Mentally Retarded Students
Student Military Training Office			
Accounting Office			
Personnel Office			

6. ORGANIZATION OF SCHOOLS

Since the size of Chinese schools differs greatly, there is no uniform organization for all of them. Following are examples of a public university, a high school and an elementary school:

Public University:

- a. A president appointed by President of the Central Government through the recommendation of the Ministry of Education.
- b. Each college has a dean appointed by the university president. Under the college, there are various departments each headed by a chairman who is appointed by the university president through the recommendation of the dean. Adequate departments may set up research institutes in the same courses of study. The directors of graduate schools are concurrently department chairmen or professors. Teachers are appointed by the university president through the recommendation of the graduate school director, department chairman, and the college dean.
- c. To meet the needs of practice and research, organizations for practice of experimentation may be established in the university.
- d. On the administrative side, the university has the departments of teaching, discipline and guidance, and general affairs headed respectively by the dean of studies, dean of students, and dean of general affairs. They are appointed by the university president from the professors. Under each department, there are

divisions headed by chiefs appointed by the university president through the recommendation of the deans. Also, the university has a personnel office and an accounting office to handle personnel and financial matters.

Public High School :

- a. The principal is appointed by the superior educational administrative agency.
- b. Teachers are appointed by the principal from qualified persons and approved by the superior educational administrative agency.
- c. Each school has three divisions to take care of teaching, instruction and guidance, and general affairs. The chief of each division is appointed by the principal and concurrently a teacher. Also, there are a personnel office and an accounting office.

Public Elementary School:

- a. The principal is appointed by the superior educational administrative agency.
- b. Teachers are appointed by the principal from qualified candidates and approved by the superior educational administrative agency.
- c. On the administrative side, each elementary school sets up four offices to take care of teaching disciplining guidance and general affairs. The heads of offices are appointed by the principal from qualified persons. Each office has three sections. There are also a personnel office and an accounting office in the school.

**Example: ORGANIZATION OF NATIONAL TAIWAN UNIVERSITY
1988**

PRESIDENT

Secretariat	Secretaries
Office of Dean of Studies	5 sections, & 2 branch Offices
Office of Dean of Discipline & Guidance	6 sections, 2 centers, 2 branch Offices
Office of Dean of General Affairs	6 sections, welfare store & school police, 2 branch Offices
College of Liberal Arts	6 departments, 6 graduate schools, exhibit hall, & language laboratory
College of Science	9 departments & 12 graduate schools
College of Law	4 departments & 5 graduate schools
College of Management	4 departments, 1 graduate school
College of Medicine	7 departments, 11 graduate schools, university hospital & 1 jointly operated center
College of Engineering	6 departments, 9 graduate schools & 3 jointly operated centers
College of Agriculture	11 departments, 11 graduate schools, experimentation forest, experimentation farm, veterinary hospital, mountain farm, agricultural exhibit hall & jointly operated hydraulics experimentation institute with Engineering College & Agriculture College
Evening Session	5 departments
Library	1 main library, 4 branch libraries
Accounting Office	
Personnel Office	
Computer Center	

Fishery Biology Institute
(Jointly operated with Ministry of Economics Affairs)

Population Research Center

Language Center
(Jointly operated with Economic Planning Council)

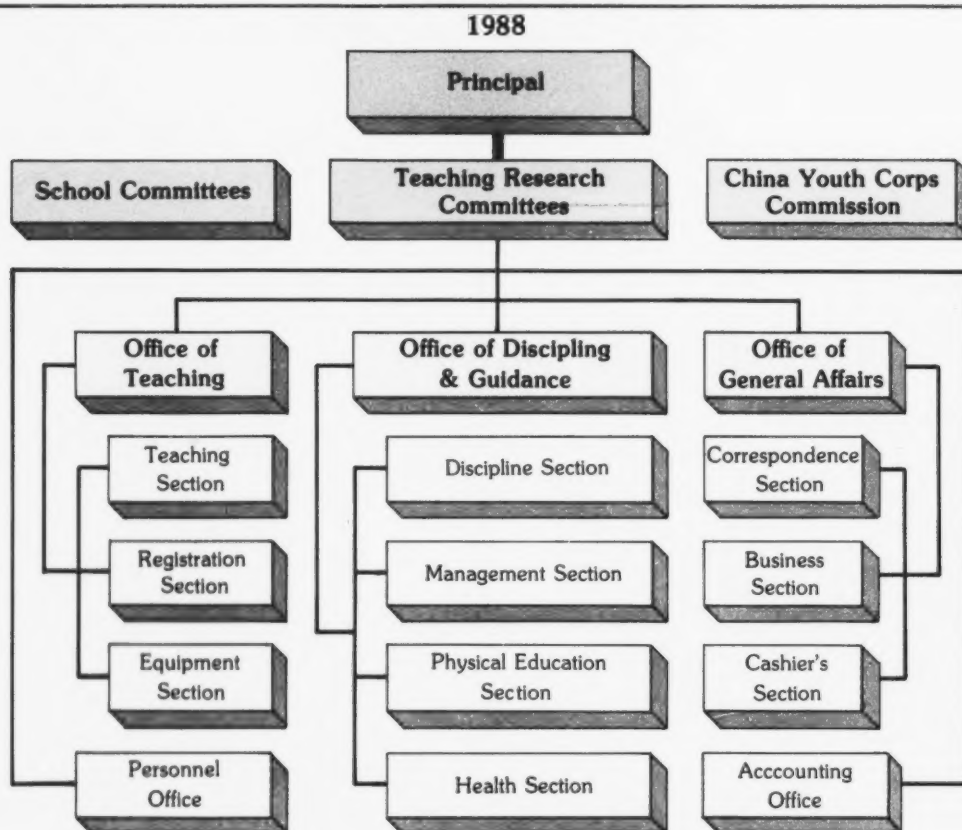
Taipei Public Health
Demonstration Center
(Jointly operated with
Taipei Municipal Government)

Taipei Children's Mental Health
Center
(Jointly operated with Taipei
Health Bureau)

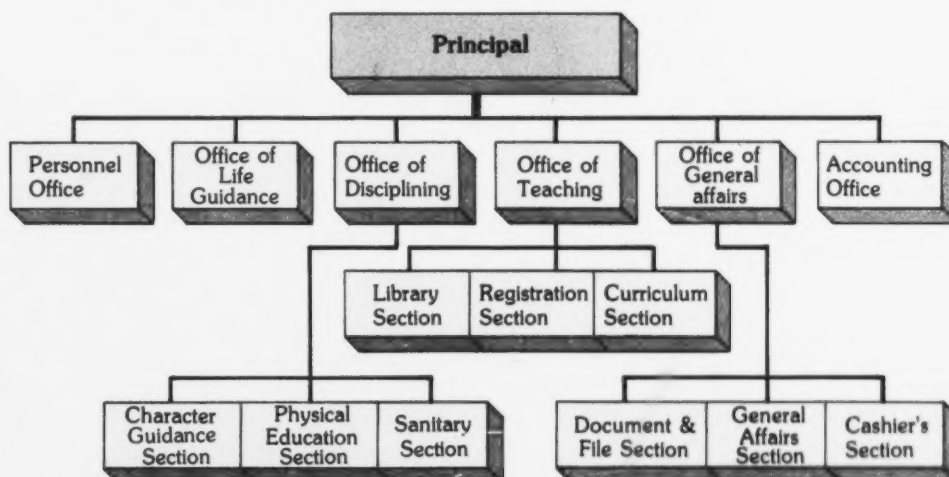
Industrial Research Center
(Jointly operated with Industrial
Development Foundation)

Hydraulic Experimentation Institute

**Example: ORGANIZATION OF TAIWAN PROVINCIAL
PAN-CHAO HIGH SCHOOL**



**Example: ORGANIZATION OF WEST-GATE ELEMENTARY
SCHOOL OF TAIPEI MUNICIPALITY**



7. SCHOOL PATTERNS

Kindergarten

Mainly established by individuals or affiliated with county/city elementary schools. Children between the ages of four and six are admitted to study one or two years. Students are grouped according to age. A certificate is given upon completion of study.

Elementary School

Mainly established by county/city or special municipality. Children of six years of age or over are admitted without taking entrance examination. The period of study is six years. A certificate is given upon graduation.

Junior High School

Mainly established by county/city or special municipality. Since the implementation of nine year compulsory educational program, children of 12 years of age or over and who are graduated from elementary school are admitted without taking the entrance examination. A certificate is given upon graduation.

Senior Secondary School

Divided into two categories, i.e., general high school, and vocational school. They may either be public or private. Admittance to these schools is limited to qualified candidates who have passed the entrance examination. The period of study is three years. A certificate is given upon graduation.

Junior College

Either public or private; at present, most of them are private ones. Admittance is limited to qualified candidates who have passed the entrance examination. A certificate is given upon graduation. After completing junior college education or senior vocational education, students may apply to the Institute of Technology for advanced study.

Institute of Technology

The school takes in graduates from the five-year, three-year, two-year industrial junior college, and vocational schools so as to integrate technical education.

University and College

A university must have at least three colleges. Institutions with one or two colleges are named

colleges. Universities or colleges may either be public or private. Admittance is limited to those qualified candidates who have passed the entrance examination. A bachelor's degree is awarded upon graduation.

Normal College, and Normal University

All of them are established by the government. A full scholarship is given to all students. Admission requirements are the same as those of other institutions of higher education. The period of study is five years, including a year of teaching practice.

Graduate School

All well-administered public and private universities and colleges may set up graduate schools with the approval of the Ministry of Education. An entrance examination is mandatory. A master's degree and a Ph.D. degree are awarded upon graduation by the school.

Special Schools

They are school for the blind, deaf, physically handicapped, and mentally retarded. Most of them are public schools. Qualifications for admittance and period of study are similar to those of ordinary schools. The main purpose is to teach the students practical skills for earning a living.

Supplementary School

Either public or private, they are divided into five levels. The supplementary elementary school is equivalent to the elementary school; the supplementary junior high school is equivalent to junior high school; and the supplementary senior secondary school is equivalent to senior high and senior vocational school. And the supplementary junior college is equivalent to junior college. A certificate of qualification is given to the student who has passed the examination held by the relevant educational administrative agency commensurate to the level of ordinary schools. The prolonged national education program is based on vocational training. And the open university is equivalent to university, but teaching method is through television or broadcasting. Admittance is limited to those qualified candidates who have passed the entrance examination.

SCHOOL PATTERNS

Category			Established body	Qualifications of Admission	Period of Study	Conditions of Graduation
Pre-School education	Kindergarten		National Provincial Municipal City/County Private	Age 4-6	1 or 2 years	
Compulsory education	Elementary School		National Provincial Municipal City/County Private	Age 6 to 15	6 years	Satisfactorily completed 6 yrs. of schooling
	Junior High School		County City Municipal Private		3 years	Satisfactorily completed 3 yrs. of schooling
Senior secondary education	Senior High School		National Provincial Municipal Private	Graduated from junior high school; having passed senior high school entrance examination	3 years	Same
	Senior Vocational School		National Provincial Municipal Private	Graduated from junior high school; having passed senior vocational school entrance examination	3 years	Same
Higher education	Junior College	5-Year	National Provincial Municipal Private	Graduated from junior high school; having passed 5-year junior college entrance examination	5 years	Satisfactorily completed at least 220 credits
		2-Year		Graduated from senior vocational school; having passed junior college entrance examination senior high school with working experience	2 years	Having earned at least 80 credits
		3-Year		Graduated from senior secondary school; having passed junior college entrance examination	3 years	Having earned at least 106 credits
	Technical College	2-Year	National	Graduated from junior college, & completed military training; having passed Technical college entrance examination	2 years	Having earned at least 72 credits
	University or College		National Provincial Municipal Private	Graduated from senior secondary school; having passed the university & college entrance examination	4-7 years	Having earned at least 128 credits

SCHOOL PATTERNS (CONTINUED)

Category			Established body	Qualifications of Admission	Period of Study	Conditions of Graduation
	Graduate School	Master Program	National Private	Holder of bachelor's degree, the graduate from 3-year junior college with two years working experience, and the graduate from 2-year or 5-year junior colleges with 3-year working experience; passed master entrance examination	Minimum 2 years	Having earned 28 credits with thesis
		Ph D Program		Holder of master's degree, student of master program with excellent performance and the medical graduate with 2-year working experience; passed Ph D entrance examination	Minimum 2 years	Having earned 10 credits with dissertation and passed oral examination
Special education	Special School	Kindergarten	Provincial Municipal Private	Age 3-6		
		Elementary		Age 6-18	6 years	Same as elementary school
		Junior High		Graduated from special elementary school	3 years	Same as junior high school
		Senior Vocational		Graduated from special Junior Vocational school	3 years	Same as senior vocational school
Supplementary education	Supplementary Elementary School		County City Municipal	Age 12 or over	Jr. 6-12 month sr. 18-24 month	Satisfactorily completed the period of study
	Supplementary Junior High School				Minimum 3 years	
	Supplementary Senior Secondary School	Senior High	National Provincial Municipal Private	Age 14 or over; graduated from junior high school or equivalent	3 years	Satisfactorily completed 3 years schooling and passed the qualification exam.
		Senior Vocational		Same as supplementary senior high school	3 years	The same as supplementary senior high school
		The Prolonged National Education		Age 15 or over; graduated from junior high school; having passed IQ and Aptitude test if there are many applicants	1 or 3 years	Satisfactorily completed 1 or 3 years program
	Supplementary Junior College		National	Graduated from senior secondary school or equivalents; having passed the entrance exam	Minimum 3 years	Having earned 80-90 credits and passed the qualification examination
	Open University		National	Age 20 or over; graduated from senior secondary school or equivalents; having passed the entrance examination	No limit	Having earned at least 128 credits

8. EDUCATIONAL EXPENDITURES

For Public Education:

In the Chinese Constitution, provisions have been made for each level of government to set aside a certain percentage of its budget for the expenditures of education, science, and culture. However, since the removal of the Central Government to Taiwan, the lion's share of its budget has been used for national defense. Consequently, the stipulated percentage for Central Government's educational and cultural programs has not been reached. As regards the educational expenditures for provincial/special municipality and county/city governments. They have already exceeded the minimum percentages set by the Constitution.

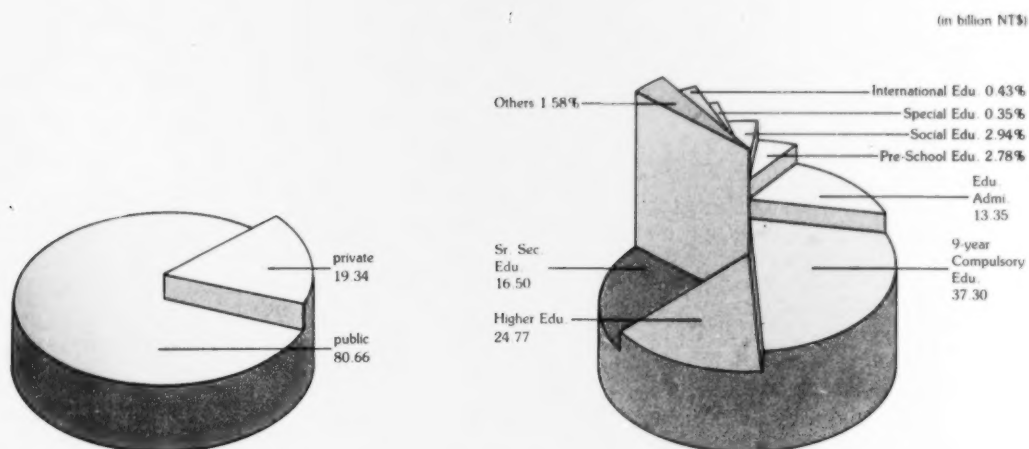
For Private Education:

Regarding the total expenditures for public and private education as a whole, 20 years ago, expenditures for private education was less than 10 percent of the total amount. Due to the rapid increase of population and the urgent need for school education, the burden of central and local governments has become heavier and heavier. To ease public financial stringency, the Government encourages private persons to establish schools, so most of the five-year junior colleges are private ones. Educational expenditures from private sources have increased about five times in the last ten years. The proportion has reached 19.34 percent of the total educational expenditure.

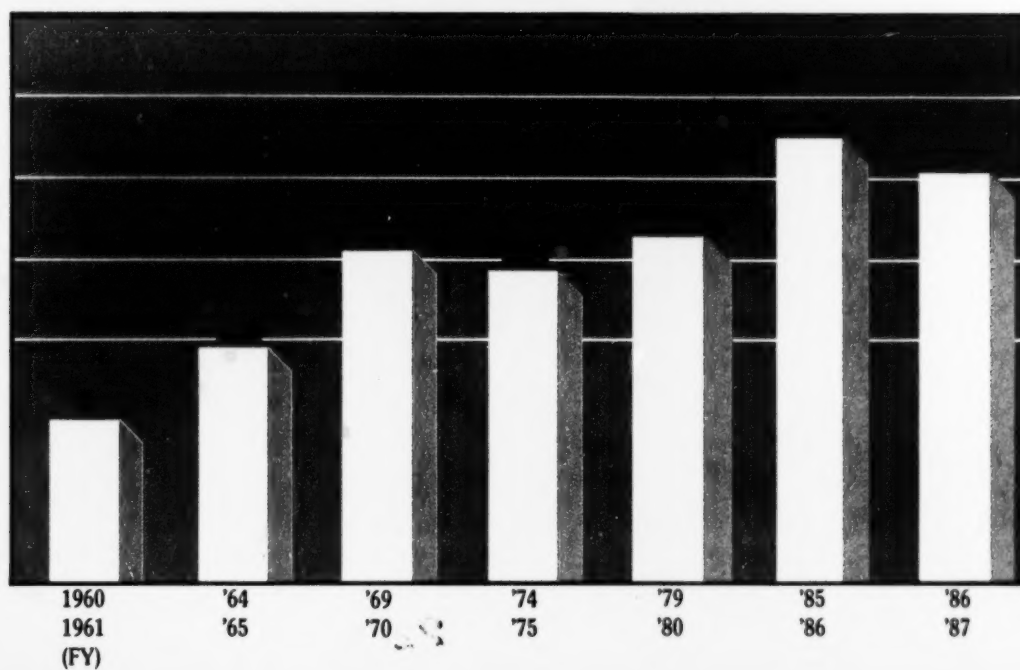
Distribution of Educational Expenditures:

The educational expenditures for all public and private educational services for fiscal year 1986-87 were distributed as follows: 13.35 percent for educational administration, 2.78 percent for pre-school education, 37.30 percent for 9-year compulsory education, 16.50 percent for secondary education, 24.77 percent for higher education, 2.94 percent for social education, 0.43 percent for international cultural and educational services, 0.35 percent for special education, and 1.58 percent for other purposes. As to their uses, 73.23 percent was for recurrent expenditures, 25.14 percent for capital expenditures, and 1.63 percent for debts.

EDUCATIONAL EXPENDITURES Allocation in FY 1986-87



PERCENTAGE OF EDUCATIONAL EXPENDITURE IN GNP



9. QUALIFICATIONS OF TEACHERS

The Republic of China has two kinds of teachers' training institutions. The teacher college which transformed from normal junior college trains teachers for elementary schools and kindergartens. The normal college and normal university are responsible for the training of

secondary school teachers. As regards the teachers for university and colleges, they mainly come from graduate schools. With the rapid expansion of education in recent years, graduates from all other universities and colleges qualified to be teachers are also recruited to teach perti-

(A) KINDERGARTEN TEACHER

Person who has one of the following qualifications may apply for registration as qualified kindergarten teacher:

- a) Graduated from department of pre-school teacher training of normal junior college.
- b) Graduate from related department for pre-school teacher training of college or university.
- c) Graduated from senior secondary school having earned more than 20 credits on pre-school educational subjects at a designated school.

(B) ELEMENTARY SCHOOL TEACHER

Person who has one of the following qualifications may apply for registration as qualified elementary school teacher:

- a) Master degree holder on educational subject.
- b) Graduated from junior normal college or normal school or special normal course, normal college, normal university, college of education, educational department of a university.
- c) Graduated from junior college, college or university majoring in music, physical education, or art and having earned more than 20 credits on four educational subjects.

(C) JUNIOR HIGH SCHOOL TEACHER

Person who has one of the following qualifications may apply for registration as qualified junior high school teacher:

- a) Teacher of general subjects:
 1. Graduated from normal college or normal university majoring in the subjects of teaching or having earned more than 20

credits on subjects same as the subjects of his teaching.

2. Graduated from graduate school with master's degree in same or similar subject having earned more than 10 credits on educational subjects, or in different subject having earned more than 20 credits on educational subjects.
3. Graduated from the same or similar department of university or college having earned more than 20 credits on educational subjects.
4. Graduated from different department of university or college having earned more than 20 credits on educational subjects and more than 20 credits on specialized subjects.
5. Graduated from junior college or university studying in departments same as subjects of his teaching having earned more than 20 credits on educational subjects and with one year teaching experience.

(D) SENIOR SECONDARY SCHOOL TEACHER

Person who has one of the following qualifications may apply for registration as qualified senior secondary school teacher:

- a) Teacher of general courses has same qualifications as those for junior high school teachers.
- b) Vocational subjects teacher of vocational school:
 1. Graduated from normal university or nor-

nent subjects.

The qualifications of teachers are screened and approved by central or provincial educational authorities. Teachers of secondary or lower school are screened or registered according to their education and experience. University and college

teachers are screened according to their education, experience and publications in their special fields of study.

mal college, or ordinary university or college in department especially for training vocational school teachers.

2. Graduated from university, college or graduate school with master's degree majoring in the same subject & having earned more than 10 credits on educational subjects or bachelor degree majoring in the same subject & having earned more than 20 credits on educational subjects.

(E) UNIVERSITY AND COLLEGE TEACHER

Person who has one of the following qualifications, except in the case of teaching assistant, wishing to apply for lecturer, associate professor must submit publications on specialized subjects for screening. Successful candidate may become university and college teacher.

I. Teaching assistant:

- a) Graduated from university or college with bachelor's degree and good score.
- b) Graduated from junior college having worked in academic institute for more than two years with good record.

II. Lecturer:

- a) Graduated from graduate school with master degree and good score.
- b) Teaching assistant for more than four years with good record and specialized publications.
- c) Senior secondary school teacher for more than five years with outstanding record

and specialized publications.

- d) With qualification (a) for teaching assistant doing continual research in institute or special professional job in the same field of his study for more than six years with outstanding contribution and with specialized publications.

III. Associate professor:

- a) Graduated from graduate school with doctoral degree and specialized publications.
- b) Lecturer for more than three years with good record and specialized publication.
- c) With qualification (a) for lecturer doing continual research work or special professional job in the same field of his study for more than four years with outstanding contribution and with specialized publications.

IV. Professor:

- a) Associate professor for more than three years with good record and specialized publication.
- b) With qualification (a) for associate professor doing continual research work or special professional job for more than four years or having creation or invention of importance.

*Qualification of teachers of special or supplementary schools may follow the same regulation for their registration or verification according to their teaching subjects.

10. REMUNERATION STANDARD FOR TEACHERS

Remuneration standard for teachers at private schools varies according to the financial resources of each school. Generally speaking, it follows the schedule set by the public schools. Following are the remuneration standards for public school teachers at all levels:

1. Pay scale for public school teachers is fixed according to the pay scale for public functionaries. To pay due respect to their time-honored social status and to encourage their devotion to the teaching work, a certain amount of research allowance is given to teachers.
2. The remuneration for full-time teachers divided into two parts, salary and ration allowance are all paid in cash. The former differs not only in accordance with positions, but also with the facts whether the school has provided the teacher with public dormitory, and whether the teacher is taking up administrative work concurrently. The food allowance for each teacher depends upon whether the teacher is single or married. For a married teacher, it again varies according to the number of family members and the age of each individual member.
3. Part-time teacher's monthly remuneration is paid in cash according to the number of hours of teaching.
4. With a view to encouraging university and college teachers to do advanced academic research work, a research subsidy fund was set up under the National Science Council of the Executive Yuan. Those who wish to do a specific research project may be recommended by the school authority concerned. After the approval of the Council and the signing of a contract, a research subsidy will be granted to the teacher (NT\$120,000 to 180,000 for professor, or associate professor, NT\$75,000 for lecturer, one year) in addition to regular salary and allowances from school. A report is required at the termination of the contract. Meanwhile, the Council also established the "Visiting Professor Award" and "Visiting Associate Professor Award" to encourage overseas Chinese scholars to return and teach at universities and colleges. Those who have been recommended by the school concerned and approved by the Council may receive a monthly subsidy (NT\$68,000-86,000 for visiting professor) in addition to regular and allowances paid by the school.

SALARIES AND ALLOWANCES OF PUBLIC SCHOOL TEACHER 1987

1. Salaries & Allowances for Full time Teachers

Grade	Professor	1. Salaries In Cash (monthly) (Unit: NT\$)			
1	41710				
2	41160				
3	40610				
4	40060				
5	39510	Associate professor		Teacher	
6	38960	35355		28695	
7	38410	34805		28145	
8	37860	34255		27595	Teacher
9	37310	33705		27045	27045
10	36210	32605	Lecturer	23920	23920
11		32195	23510	23510	23510
12		31780	23095	23095	23095
13		31370	22685	22685	22685
14		30955	22270	22270	22270
15		30545	21860	21860	21860
16			20030	20030	20030
17			19620	19620	19620
18			19205	19205	19205
19			18795	18795	18795
20			18380	18380	18380
21			17970	17970	17970
22			16190	16190	16190
23			15915	15915	15915
24			15640	15640	15640
25			15365	15365	15365
26			15090	15090	15090
27			14815	14815	14815
28			14540	14540	14540
29			14265	14265	14265
30			14075	14075	14075
31				13885	13885
32				13695	13695
33				13505	13505

University & College

Secondary School

Elementary School

2. Allowances

a) Food Allowance (Monthly)

Self: NT\$914
Over age 10: NT\$566
Over age 6: NT\$367
Under age 5: NT\$227

b) Housing Allowance (monthly)

grades 1-9: NT\$700
grades 10-21: NT\$600
grades 22-33: NT\$500

c) Chief's Allowance (monthly)

NT\$10,650

d) Supervisory Teacher of a class (Monthly)

NT\$420-3,560 and up

11. IN-SERVICE TRAINING AND ADVANCED STUDY FOR TEACHERS

The establishment of in-service training and advanced study system for teachers is to enable the teachers to get an opportunity to learn new knowledge and new teaching methods to meet professional requirements.

1. Elementary School Teachers In-Service Training Center—A permanent organization for the in-service training of elementary school and kindergarten teachers was established in 1956. Certain teachers are recruited in each session for a training period of two to ten weeks. Equal emphasis is placed on the improvement of teaching methods as well as on the strengthening of life education. In order to have a correct educational concept and thereby improve the methods of teaching, group planning, discussion, observation, experimentation, recommendation, evaluation, and criticism are necessary through hearing, seeing, speaking, and thinking. To nurture an ideal living attitude and a modern living habit, the participants are required to pay greater attention to their food, clothing, housing, transportation, education, and recreation. By mutual affection and revelation, the mission of "Good teachers building a better nation" may be achieved.

2. Secondary School Teachers Research Centers—The Centers were set up in National Taiwan Normal University, National Tsinghua University, National Chengchi University, and National Kaohsiung Normal College & National Educational College to train secondary school teachers by rotation for a certain period of study. The number of participants of each session varies according to the courses they are teaching. Emphasis is placed on the discussion of teaching methods and basic teaching materials in order to improve efficiency of teaching.

3. Sabbatical Leave and Advanced Study System for University and College Teachers—This was promulgated by the Ministry of Education in May 1941 with the following provisions:

- a. Sabbatical leave to do research work for six months or a year is granted to university and college teachers after they have completed their teaching for seven years with outstanding record. This should be approved by the Ministry of Education through the recommendation of the school.
- b. An advanced research plan should be submitted and carried out according to the schedule.
- c. During the period of sabbatical leave, in addition to the original monthly remuneration, the school may also give them a research allowance and travel subsidies.

**ELEMENTARY AND SECONDARY SCHOOL
TEACHERS HAVING RECEIVED IN-SERVICE TRAINING**



12. WELFARE PROVISION FOR TEACHERS

Welfare provisions for Chinese teachers are made to improve their livelihood. In the case of private schools, they are determined by the board of directors according to the financial resources of each individual school. Following are those for public schools either handled by a separate organization or combined with organizations which handle welfare work for public functionaries:

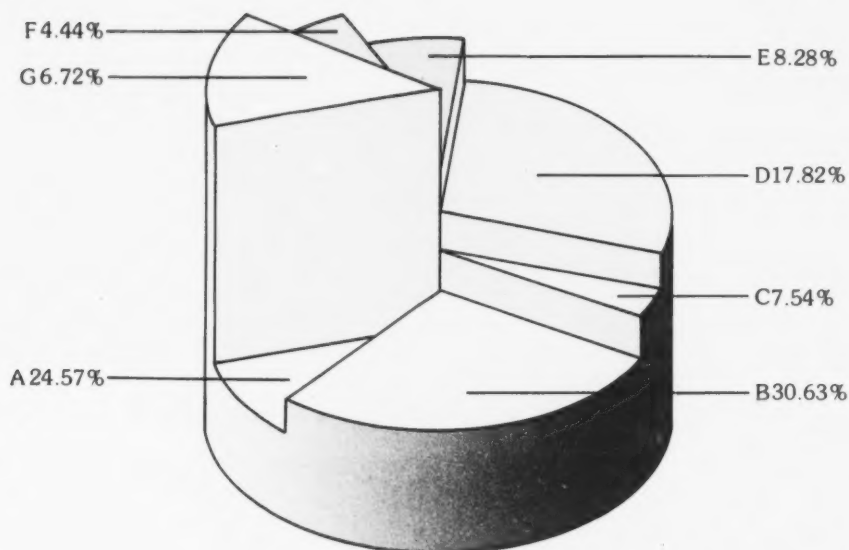
1. Welfare Commission for Elementary and Secondary School Teachers and Administrative Staff—This was set up 1959 including local educational administration personnel, representatives of elementary and secondary school principals, representatives of PTA, and social leaders who are interested in education. Items of welfare facilities include allotment of dormitories, use of teachers' hostels, loans for building teachers' own house, subsidy for publication, subsidy for observation abroad, subsidy for retirement, and allowances for tuition to teacher's children. Funds are appropriated from PTA fees, special education foundation subsidies, and donations from individuals and public or private enterprises.
2. Promulgation of Regulations Governing Retirement of Teaching and Administrative Staffs—The Regulations were first promulgated in 1944 and revised in 1948, 1962, and 1972 and are applied to current full-time teaching and administrative staffs of public schools. Retirement funds may either be a lump sum or monthly payments. The former is calculated on the basis of the teacher's salary at the time of retirement plus the cash equivalent of his ration. This sum becomes the basic unit. The retirement fund is given according to the number of years of his service ranging from 9 to 81 basic units. In addition, two years' family allowance and family ration in terms of cash are also given. In regard to monthly payment retirement system, aside from ration for oneself and for one's family payment is given ranging from 75 percent to 95 percent of one's original salary in accordance with the number of years of one's service.

3. Enforcement of Insurance System for Public Functionaries—The system began in 1958 including teaching and administrative staffs of public schools. The insurance premium is nine percent of one's monthly salary, 65 percent of which is borne by the government agency of the school concerned. Items of insurance are divided into two categories: "Free Treatment" and "Cash Payment". The former includes childbirth of the insured or spouse, physical check-up, disease prevention, medical treatment and hospitalization of the insured. The latter includes disabled payment to invalids on execution of official duties plus pension, and funeral payment for the death of the insured and his family. On the other hand, teachers and administrative staffs of private schools also take part in this system beginning from October, 1980.
4. Promotion of Mutual-help Welfare System among Public Functionaries and Teachers—Participants are limited to public functionaries and public school teachers and members of the administrative staff. The system is handled separately by the Central Government and local governments. Items of mutual help include marriage, retirement, funeral, serious illness of family members, and serious natural calamities.

WELFARE BENEFITS FOR ELEMENTARY AND SECONDARY SCHOOLS TEACHERS & ADMINISTRATIVE STAFFS

- A) Dormitory for teachers & staffs.
- B) Subsidy for building & equipping teachers' hostel.
- C) Subsidy for advanced studies, observation abroad & publications.
- D) Retirement subsidy & comforting fund.
- E) Emergency calamity subsidy & loans.
- F) Tuition subsidy to children & loans.
- G) Subsidy for recreational activities.

SY 1986-87 (171 million NT\$)



13. CURRICULUM, TEACHING MATERIALS, AND EQUIPMENT

Curriculum, teaching materials, and equipment are interrelated. To standardize the academic level of schools of the same category, the Ministry of Education has prescribed the standards or curriculum and equipment for all levels of schools. As to the textbooks and teaching materials for elementary and secondary schools, some are compiled, printed, and supplied by the Ministry; others are compiled and sold by book-stores after the screening of National Institute of Compilation and Translation of the Ministry of Education.

Curriculum Standard

Curriculum standards for different levels of schools are determined according to the aim and policy of Chinese education with regard to the degree of current economic growth and the actual needs of the community. They are revised from time to time in order to cope with the progress of our nation and achieve maximum educational success. When a revision is to be made, specialists in different fields are invited to discuss in subcommittees. At present, curriculum standards for elementary school, junior high school, senior high school, and agricultural, industrial, commercial, marine product, nursing and midwifery, and home economics vocational schools have been promulgated. Courses of study in each department of institutions of higher learning have also been prescribed by the Ministry.

Textbook and Teaching Material

Before the implementation of the nine-year compulsory education program in school year 1968, all textbooks for elementary school and textbooks on Chinese, Civics, History, and Geography were compiled and printed by the National Institute of Compilation and Translation according to respective curriculum standards. Textbooks for elementary school were given to students free of charge. Since school year 1968-69, for the purpose of carrying out the aim and spirit of nine-year compulsory education, aside from the revision of curriculum standards of elementary and junior high schools, the compilation work for

junior high school textbooks was also delegated to the National Institute of Compilation and Translation. The relevant bookstores are empowered to do the printing and distribution. As to textbooks for senior high school (except those on Chinese, Civics, History, and Geography which are compiled and printed by the Institute) others are compiled by bookstores according to curriculum standards. These should be screened and approved by the Institute before printing. Teaching materials for institution of higher learning are either compiled by the Ministry of Education or by the Institute of Compilation and Translation, or by the bookstores, or by the scholars in certain special fields.

Equipment Standard

Equipment standards for all levels of schools are determined in accordance with curriculum standards and the requirement of relevant teaching materials. At present, except in the case of university and college, equipment standards for elementary school and secondary school have been prescribed.

TEACHING SUBJECTS AND WEEKLY TEACHING HOURS IN ELEMENTARY AND JUNIOR HIGH SCHOOLS

(Weekly Minutes for Elementary Schools)

	Elementary Schools						Junior High Schools		
	1	2	3	4	5	6	1	2	3
Civics & Ethics							2	2	2
Health Education	120		120	200		200	2		
Mandarin	400		400			400			
Chinese							6	6	6
English							2-3	2	
Mathematics	120		160	200		240	3-4	2	
Social Studies	80		120		120				
History							2	2	1
Geography							2	2	1
Natural Science	120		160		160		3	2	2
Singing & Playing	160								
Physical Education			120		120		2	2	2
Music			80		80		1	1	1
Fine Arts							1	1	1
Craft work	80		120		120				
Industrial Arts (Home Economics for girls)							2	2	2
Elective Courses:									
Planting Agricultural Products									
Drawing									
Abacus									
Agriculture									
Industry									
Commerce								4-14	12-17
Home Economics									
Marine Products									
English									
Mathematics									
Music									
Fine Arts									
Boy Scouts Training							1	1	1
Group Activities	80		80		80		2	2	2
Guidance Activities							1	1	1
TOTAL	1160		1360	1480		1520	32-34	32-36	32-37

Notes:

- ① → The teaching hours of foreign language (English) and mathematics in junior high school are flexible in order to met actual local requirements.
- ② → One hour each week for weekly-meeting and extracurricular activities in junior high school are not included in this list.

TEACHING SUBJECTS AND WEEKLY TEACHING HOURS IN SENIOR HIGH SCHOOLS

Notes:

- ① In the second year of senior high school, natural science is divided into four courses-Physics, Chemistry, Biology and Earth Science.
The student must select any two courses out of three-hour weekly.
- ② In the first and second year, the student must select either Industrial Arts or Home Economics with two-hour study weekly.

Example:

TEACHING SUBJECTS & WEEKLY HOURS IN SENIOR COMMERCIAL VOCATIONAL SCHOOL

Grade Subject	Grade 1		Grade 2		Grade 3	
	1	2	1	2	1	2
Chinese	5	5	5	5	5	5
English	4	4	4	4	4	4
Civics	2	2	2	2		
Three Principles of the People					2	2
Mathematics	4	4	4	4		
Physical Education	1	1	1	1	1	1
Music	1	1				
Military Training	2	2	2	2	2	2
Economic Geography	2	2				
Economics	3	3				
Commercial Bookkeeping	5	5				
Bank Accounting					4	4
Cost Accounting					5	5
Money & Banking			2	2		
Statistics			3	3		
Introduction to Commerce			2	2		
Accounting			5	5		
Commercial Mathematics			2	2		
Business Management						
Commercial Law			2	2		
Commercial Practice					2	2
Abacus	2	2	2	2	2	2
Chinese Typing					2	2
English Typing			3	3		
Introduction to Finance & Taxation			2	2		
Marketing & Advertisement	3	3				
International Trade					2	2
TOTAL	36	36			36	36

14. CURRENT CONDITIONS OF SCHOOLS

In 1987-88, there were 6,628 schools of all levels in the Republic of China. These schools employed 195,817 full-time faculty members to teach 5,123,742 students. These facts average to 183.29 schools for every 1,000 square kilometers, 777.04 students per school, and 26.17 students per full-time teacher.

Kindergarten

Most kindergartens are private. In fact, there are three times as many private kindergartens and private preschool students than there are public ones. Ninety percent of private kindergartens are independent, whereas the great majority of public kindergartens are affiliated with public elementary schools (only three percent are independent). The ratio of teachers to students is 1:19.25

Elementary School

Most elementary schools are public; only one percent of elementary school students attend private schools. The ratio of teachers to students is 1:31.49.

Junior High School

Only nine of the 679 junior high schools are private; the rest are government-established. After the nine-year compulsory education program was established, the number of junior high schools increased dramatically. Private junior high schools are permitted to operate, but must use the same curriculum and teaching materials as the public institutions. The ratio of teachers to students is 1:21.44

Senior High School

Since 1968, public high schools have been required to separate their junior and senior departments; only the National Experimental High School is permitted to retain both divisions, as do most private high schools (only seven percent of private high schools have independent senior departments). The ratio of teachers to students is 1:22.99.

Senior Vocational School

Private vocational schools outnumber public ones. These schools are divided into twelve categories: agriculture, industry, commerce, marine products, nursing and midwifery, home economics, Chinese opera, and others. All vocational students are at the senior level; after 1968 no

new junior vocational students have been admitted. The ratio of teachers to students is 1:21.28.

Junior College

Recently, the Chinese government has encouraged individuals to establish schools; consequently, the number of private junior colleges is more than four times that of public schools. Most junior college students attend the five-year program, followed by students in the two-year program and the three-year system.

University and College

These are more public universities, and colleges, but students attending them less than those in private institutions. However, public universities and colleges have more full-time teachers.

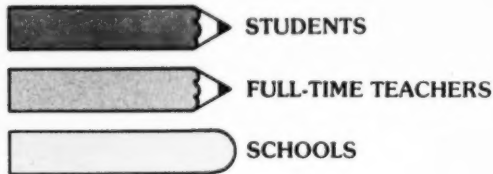
Special School

Most are publicly supported. There are four schools for the deaf, three for the blind, one for the physically handicapped, and two for the mentally retarded.

Supplementary School

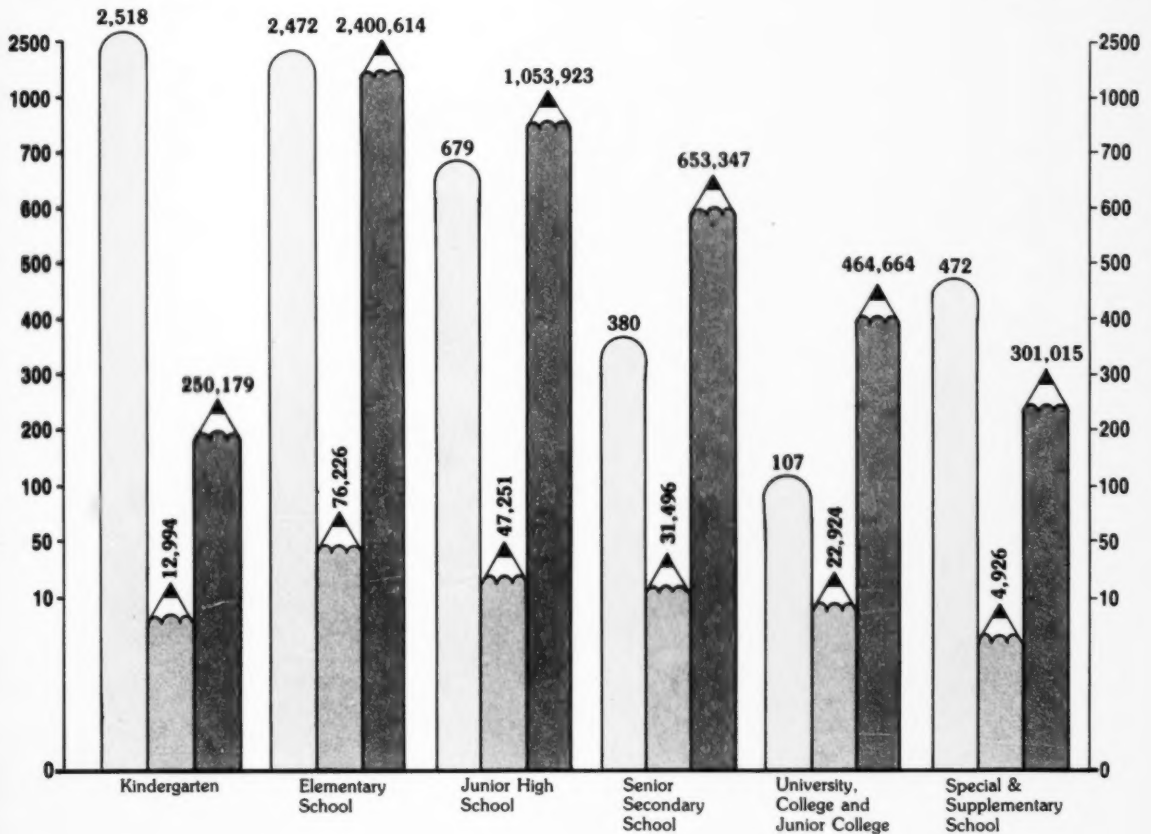
Most are private. There are general supplementary schools, and vocational supplementary schools. Beginning in 1971, the China Television Service included a supplementary school on the air as part of its initial programming. In 1987-88 four junior colleges and two universities were designated to teach elective courses on the air, all for the junior college level. Besides, a prolonged national education for graduate of junior high students was introduced in 1983, and an open university was set up in 1986.

NUMBER OF SCHOOLS, TEACHERS AND STUDENTS AT ALL LEVELS IN SCHOOL YEAR 1987-1988



Unit: 1,000 persons

Unit: School No.



15. STUDENTS AND POPULATION

Since the removal of the Central Government to Taiwan, a spectacular development has been witnessed at all levels of education despite the pressure of incessant population increase. The rate of increase of education has exceeded that of population both quantitatively and qualitative-

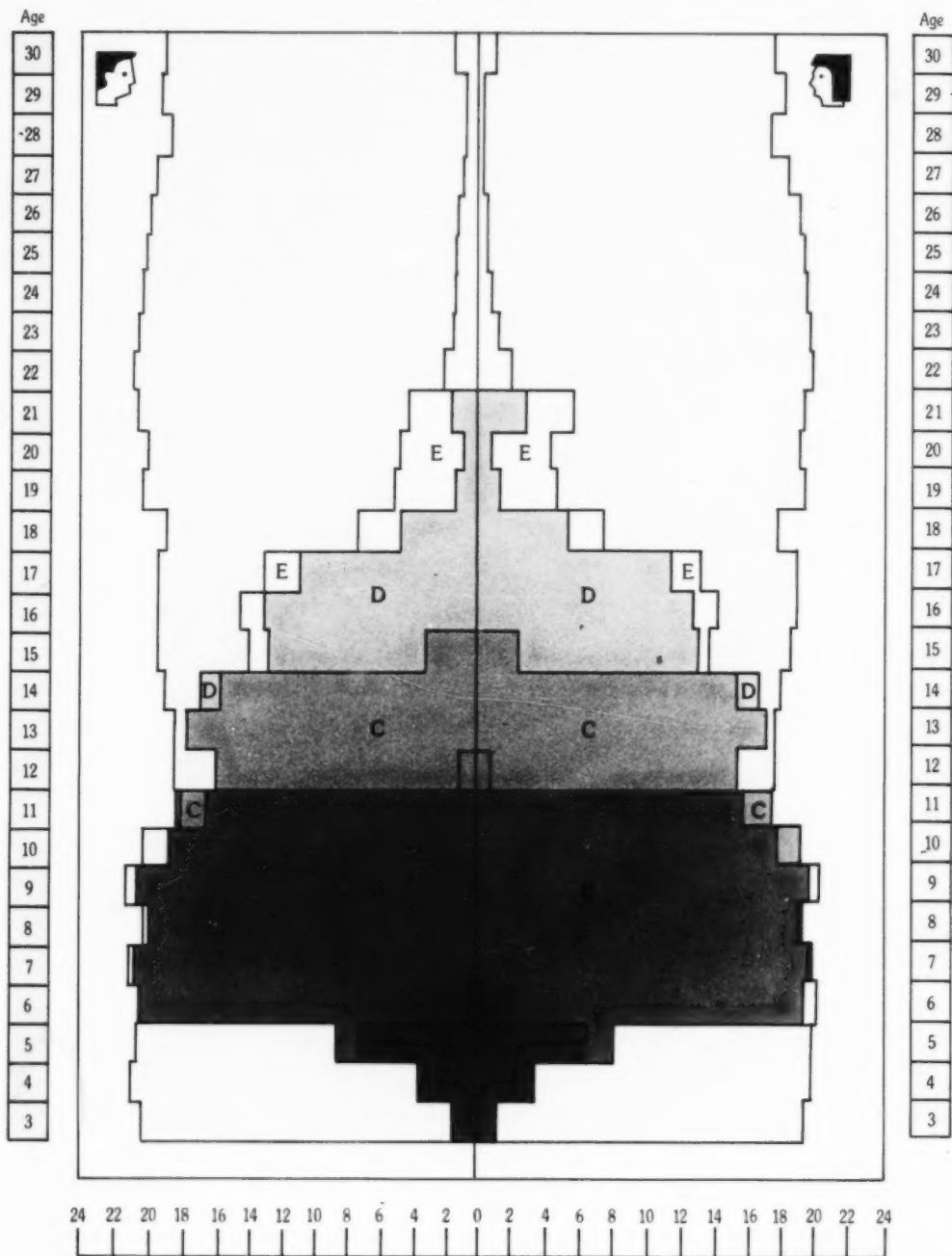
ly, as shown in the following tables.

- (1) Quantitative Expansion: Comparison of number of students and population.
- (2) Qualitative Expansion: Percentage of school-age children attending schools, and percentage of graduates pursuing advanced study.

School Year	Population (1,000)	Number of Student (1,000)	%	School Year	School-Age Children Attending Schools(%)	Graduates Admitted to Next Level of Education (%)		
						Elementary School	Jr. High School	Sr. High School
1950-51	7,554	1,055	139.64	1950-51	79.98	31.99	61.38	72.57
1951-52	7,869	1,135	144.19	1951-52	81.49	36.55	59.21	67.93
1952-53	8,128	1,188	146.14	1952-53	84.00	33.76	62.89	46.21
1953-54	8,438	1,276	151.22	1953-54	87.75	35.56	66.97	70.11
1954-55	8,749	1,383	158.08	1954-55	90.83	38.73	72.19	75.17
1955-56	9,078	1,535	169.15	1955-56	92.33	43.03	75.82	78.42
1956-57	9,447	1,679	177.71	1956-57	93.82	46.69	72.95	76.17
1957-58	9,748	1,848	189.57	1957-58	94.61	48.52	74.43	67.03
1958-59	10,092	2,037	201.85	1958-59	94.84	50.30	74.34	66.22
1959-60	10,485	2,213	211.03	1959-60	95.44	50.71	78.36	65.94
1960-61	10,851	2,375	218.91	1960-61	95.59	51.24	79.56	76.37
1961-62	11,210	2,541	226.64	1961-62	96.00	52.51	81.85	76.75
1962-63	11,575	2,703	233.50	1962-63	96.52	54.36	80.04	72.74
1963-64	11,949	2,824	236.30	1963-64	96.71	53.49	77.34	78.14
1964-65	12,325	2,964	240.51	1964-65	96.83	55.14	79.31	77.51
1965-66	12,699	3,117	245.49	1965-66	97.15	57.40	85.36	67.78
1966-67	13,065	3,253	249.03	1966-67	97.16	58.95	79.77	68.11
1967-68	13,371	3,406	254.75	1967-68	97.52	62.29	79.13	71.77
1968-69	13,726	3,615	263.35	1968-69	97.67	74.66	89.36	71.19
1969-70	14,412	3,810	264.35	1969-70	97.62	76.01	86.72	72.46
1970-71	14,754	3,992	270.54	1970-71	98.01	79.81	90.13	71.93
1971-72	15,073	4,131	274.04	1971-72	98.02	81.39	71.35	75.17
1972-73	15,367	4,269	277.81	1972-73	98.13	83.86	70.55	83.43
1973-74	15,642	4,334	277.90	1973-74	98.09	84.26	65.43	74.84
1974-75	15,927	4,395	275.94	1974-75	98.46	88.62	64.61	73.41
1975-76	16,223	4,449	274.24	1975-76	99.29	90.06	67.06	78.76
1976-77	16,580	4,479	270.15	1976-77	99.42	91.01	60.02	77.05
1977-78	16,882	4,522	267.86	1977-78	99.57	94.21	60.00	77.20
1978-79	17,202	4,530	263.31	1978-79	99.64	94.70	60.15	74.27
1979-80	17,543	4,570	260.51	1979-80	99.68	96.20	62.44	79.57
1980-81	17,866	4,598	275.34	1980-81	99.72	96.78	65.37	79.90
1981-82	18,194	4,642	255.14	1981-82	99.76	97.41	68.66	82.15
1982-83	18,516	4,725	255.18	1982-83	99.79	98.60	73.28	81.00
1983-84	18,791	4,800	255.43	1983-84	99.81	98.60	70.19	82.33
1984-85	19,069	4,871	255.43	1984-85	99.82	99.34	71.01	82.15
1985-86	19,314	4,942	255.89	1985-86	99.85	99.38	73.31	80.32
1986-87	19,509	5,046	258.64	1986-87	99.87	99.69	77.19	82.26
1987-88	19,725	5,124	259.76	1987-88	99.89	100.00	77.32	85.50

COMPARISON OF STUDENTS AND SCHOOL AGE POPULATION

SY 1987-88



16. CATEGORIES OF VOCATIONAL SCHOOL, UNIVERSITY, COLLEGE, AND JUNIOR COLLEGE STUDENTS

Vocational School

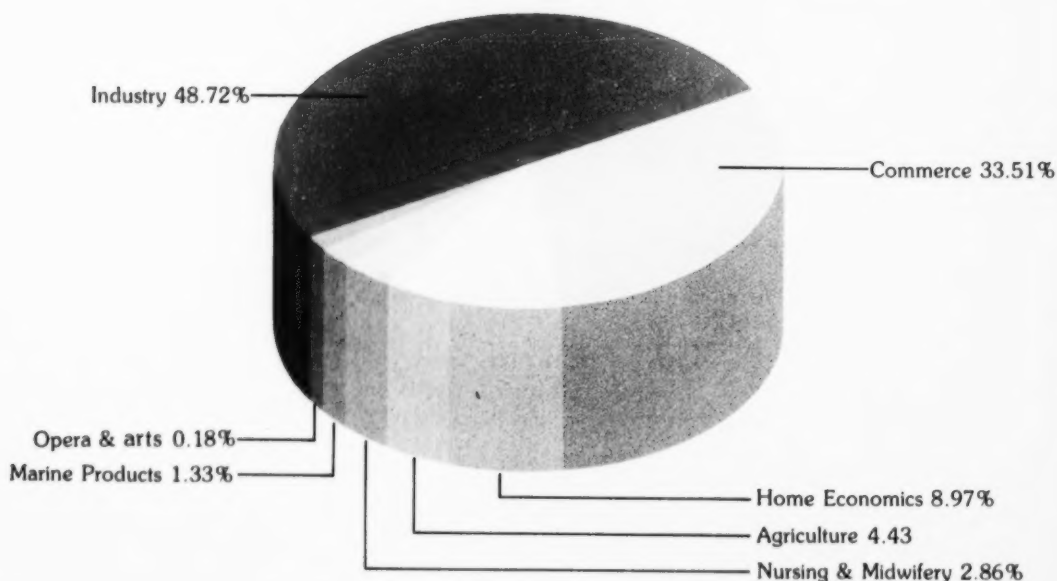
In school year 1967-68, the total number of vocational students was 94,547 or two-thirds of the total number of senior high students. After the nine year compulsory education program was introduced, in order to meet the demand for economic development, vocational education expanded. In school year 1987-88 the total number of students was 447,328. As regards categories of study, 149,905 students belonged to commerce, 217,912 to industry, 19,834 to agriculture, 12,770 to nursing and midwifery, 40,142 to home economics, 5,960 to marine products, and 805 to opera & arts.

University, College, and Junior College

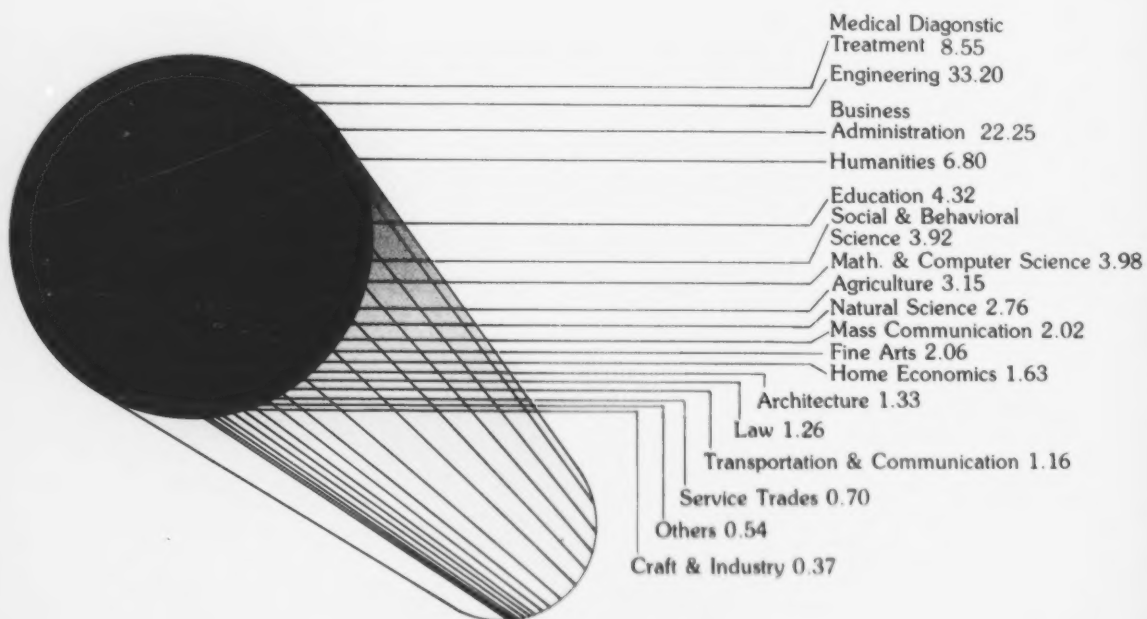
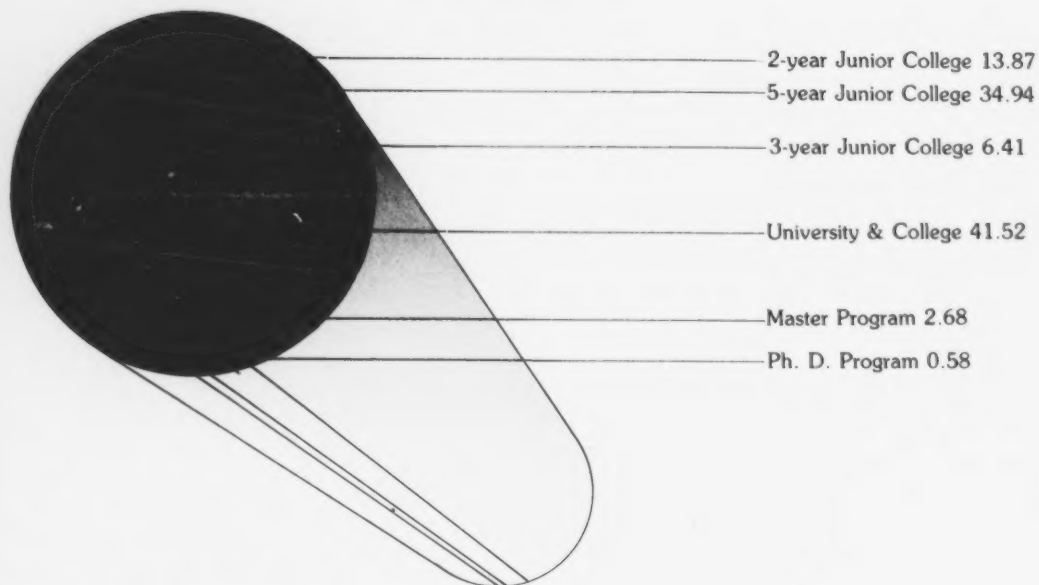
In school year 1987-88 the total number of university, college, and junior college students was 464,664. Of these 15,121 were graduate students

in graduate schools (12,426 candidates for master's degree and 2,695 for Ph. D. degree), 192,933 university and college students, 256,610 junior college students (162,363 of five-year system, 64,458 of two-year system, and 29,789 of three-year system). As regards categories of study, 154,251 belonged to Engineering, 103,411 to Business Administration, 39,767 to Medical Science, 31,628 to Humanities, 20,106 to Education, 18,229 to Social & Behavior Science, 18,472 to Math. and Computer Science, 14,630 to Agriculture, 12,813 to Natural Science, 9,398 to Mass Communication, 9,578 to Fine Arts, 7,574 to Home Economics, 6,187 to Architecture, 5,840 to Law & Jurisprudence, 5,360 to Transportation & Communication, 3,224 to Service Trades, 1,691 to Craft & Industry and 2,505 to others.

CATEGORIES OF VOCATIONAL SCHOOL STUDENTS
SY 1987-1988



**CATEGORIES OF UNIVERSITY, COLLEGE, AND JUNIOR
COLLEGE STUDENTS
SY 1987-1988**



17. SOCIAL EDUCATION

The aim of social education is to elevate the general educational and cultural levels of the citizens and to teach them skills for earning a living. Social education includes: Mandarin education, family education, fine arts education, physical education, audio-visual education, supplementary education, special education, and guidance to cultural organizations.

Supplementary School and Class

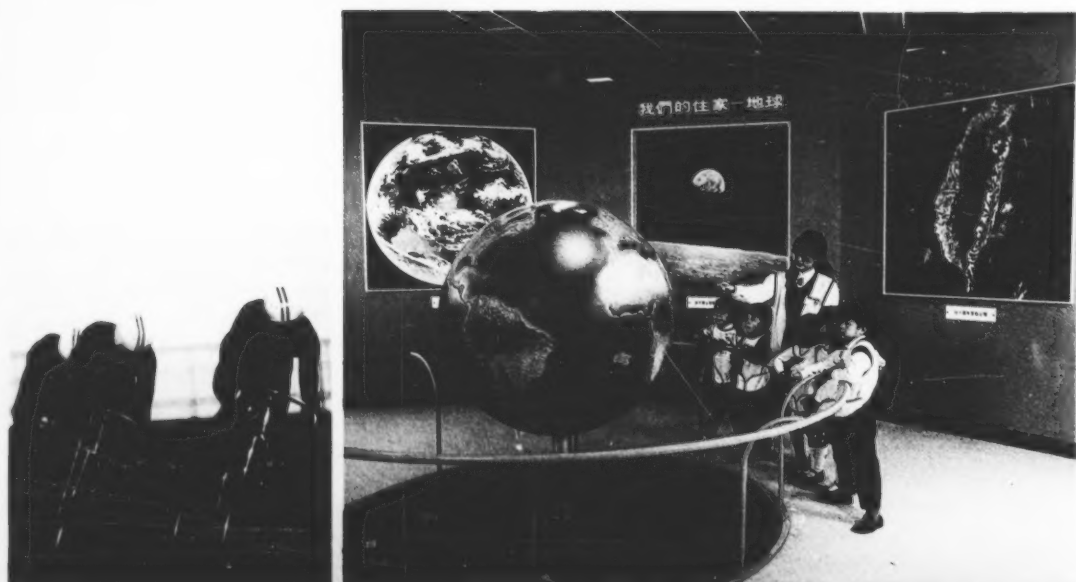
These are for out-of-school persons and employed youths. In school year 1987-88 there were 311 general supplementary schools (with an enrollment of 59,104), 144 senior vocational supplementary schools (enrollment of 183,592), 6 supplementary junior colleges (enrollment of 21,700), 6,577 short-term supplementary classes with 381,915 students, 421 prolonged national education classes with 16,681 students, and an open university with 16,990 students.

Special Schools

These are for physically handicapped, mentally retarded, and talent gifted students. In the school year 1987-88, three schools for the blind had a total enrollment of 350, four schools for the deaf had 1,794 students, one school for the physically handicapped enrolled 224 students, and two for the mentally retarded had 580 students. Special classes set up in public elementary, junior and senior high schools have 824 classes trained 8,004 physically, mentally handicapped, speech disorder and emotional disturbance students, and 537 classes trained 14,497 musical, art, dance, mathematics and physical talented students. Besides, there were 93 resource rooms for 1,762 gifted or handicapped pupils. Special classes are also established in public or private college level for admitting blind and deaf students.

Social Education Organization

The social education apparatus includes 199 libraries, 8 museums, 2 memorial hall, 1 science hall, 1 educational materials center, 1 arts center, 8 social education centers, 5 symphony orchestras, 11 Chinese classical orchestra, 20 cultural centers, 236 stadiums, 4 zoological observatories, 1 astronomical observatory, 540 parks, 5 folk cultural center, 2 arts gallery, and 1 musical hall.



18. YOUTH RECREATIONAL ACTIVITIES

Youth recreational activities enable young people to lead a profitable and regularly ordered life during their summer and winter vacations. They also assist youth in adjusting to mental and physical toil, and encourage mutual assistance and cooperation.

The Anti-Communist Chinese Youth Corps sponsors many recreational programs for youths each year. Both school and out-of-school youths are eligible. These programs have become exceptionally popular and the number of participants rose from 13,358 in 1953 to 1,042,584 in 1987.

Academic Activities

Academic programs include seminars on computer science and technology, atomic science, national defense medicine, TV engineering, telecommunications, and so forth. Teaching methods are lecturing, demonstrating, and experimenting to train young people how to use their hands as well as heads.

Combat Activities

War games include combat training in the air, sea, mountain, snowy lands, prairie, farm, and general combat zones. Training programs include experience in horseback riding, shooting, navigation, driving, and piloting. It is the purpose of combat activities to enrich the students' military knowledge and skill as well as patriotism.

Recreational Activities

Many activities fall into this category. Youths participate in camping, traveling, mountain-climbing, expeditions, fishing and hunting, specimen collection, observation, and investigations of nature.

Physical Activities

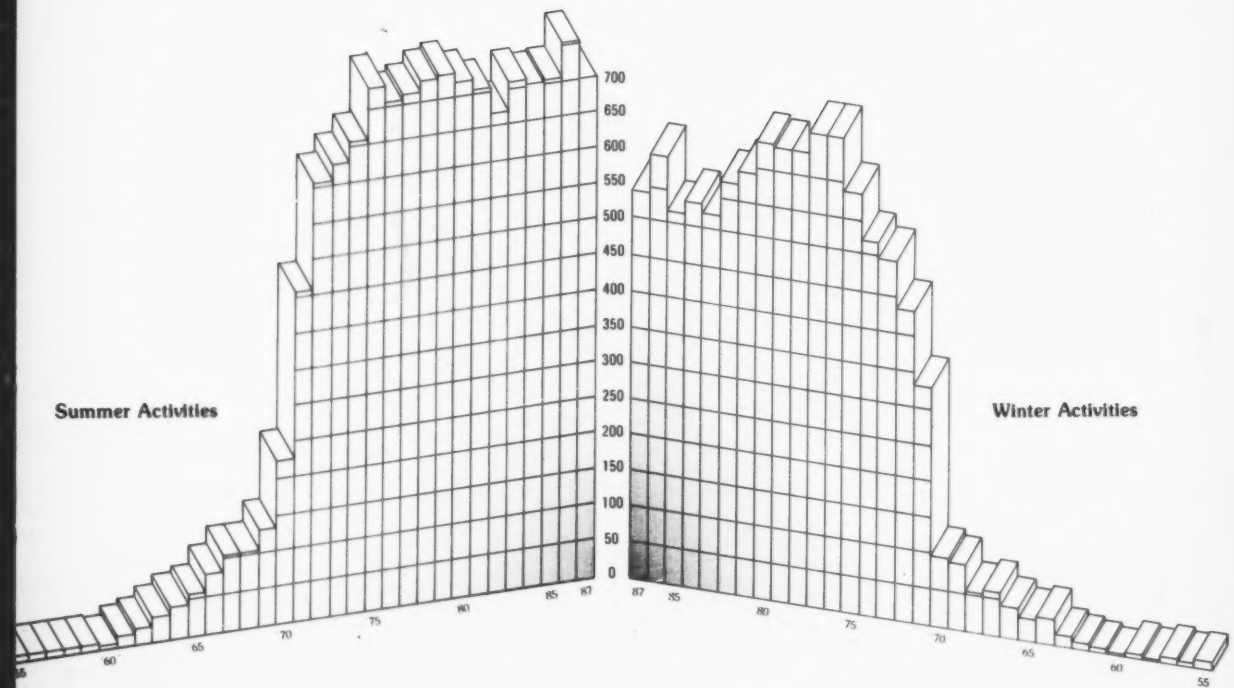
These include ball games, track and field, calisthenics, skating, skiing, and swimming so as to improve the youths' physical fitness and gymnastic ability.

International Social Activities

The Republic of China is a strong advocate of international youth understanding conferences. Special programs include receiving and entertaining foreign youth groups or youth leaders, and selecting student representatives to attend international conferences which promote mutual understanding among young people.

NUMBER OF PERSONS PARTICIPATING IN YOUTH RECREATIONAL ACTIVITIES, 1987

(Unit: Thousand Persons)



19. INTERNATIONAL CULTURAL INTERFLOW

In 1950 very few foreign students pursued advanced studies in the Republic of China. The government, hoping to strengthen cultural ties with friendly nations, subsequently signed cultural cooperation pacts with many countries in order to promote the exchange of publications, teachers, students, and fellowships. This has resulted in an annual increase in the number of foreign students. In school year 1987-88, 4,585 foreign students from 68 countries studied in Chinese universities and graduate schools. Of these, 2,648 were men, 1,937 were women, 4,175 studied the humanities, 147 the social science, 87 business administration, and 176 others.



The number of Chinese students studying abroad also showed a great increase in recent years. In 1987, 6,599 Chinese students were studying in 20 countries, including: 4,005 were men, 2,594 were women, 390 in the social science, 2,017 engineering, 453 natural science, 781 humanities, 218 agriculture, 279 medicine, 144 fine arts, 54 education, 103 law, 146 mass communication, 76 home economics, 1,044 business administration, 107 transportation, 37 service trades, 384 mathematics, 110 architecture, and 256 others.



INTERNATIONAL CULTURAL INTERFLOW ACTIVITIES IN 1987

	VISITORS	PERSONS GOING ABROAD
INTERNATIONAL CONFERENCES	892	1,556
EDUCATIONAL MISSIONS	386	—
CULTURAL ACTIVITIES	3,195	3,609
PHYSICAL EXERCISE	5,943	4,946

CHINESE STUDENTS ADMITTED TO STUDY ABROAD IN 1987

Country	No. of Students	Country	No. of Students	Country	No. of Students	Country	No. of Students
ASIA:	263	AMERICA:	6,065	EUROPE:	263	OCEANIA:	8
JAPAN	224	U.S.A.	6,052	WEST GERMANY	92	AUSTRALIA	8
THAILAND	21	CANADA	13	FRANCE	69		
SAUDI ARABIA	10			U. K.	38		
KOREA	2			SPAIN	23		
KUWAIT	2			BELGIUM	16		
TURKEY	2			AUSTRIA	9		
PHILIPPINES	1			ITALY	7		
ISRAEL	1			NETHERLANDS	5		
				SWITZERLAND	4		

TOTAL 6,599

FOREIGN STUDENTS STUDYING IN CHINA IN SY 1987-1988

Country	No. of Students	Country	No. of Students	Country	No. of Students	Country	No. of Students
ASIA:		AMERICA:		EUROPE:		OCEANIA:	
20	2,404	21	1,300	17	792	3	51
KOREA	893	U.S.A.	1,139	WEST GERMANY	350	AUSTRALIA	41
JAPAN	809	CANADA	97	FRANCE	151	NEW ZEALAND	9
INDONESIA	291	COSTA RICA	14	U.K.	109	WEST SAMOA	1
THAILAND	437	PANAMA	13	BELGIUM	51	AFRICA:	
PHILIPPINES	133	BRAZIL	8	ITALY	36	7	38
SINGAPORE	35	CHILE	5	AUSTRIA	17	MAURITUS	20
MALAYSIA	25	OTHER		NETHERLANDS	17	SOUTH AFRICA	6
JORDAN	22	COUNTRIES	24	SWITZERLAND	16	GHANA	5
INDIA	15			SPAIN	12	OTHER	
OTHER				OTHER		COUNTRIES	7
COUNTRIES	44			COUNTRIES	33		

TOTAL 4,585

CONCLUSION

It is generally recognized that education is the backbone of a country's effort to promote its economic development. The manpower needed for the postwar social reconstruction must be supplied by a long-range educational program. The Republic of China is based upon the Three Principles of the People. It is one that is democratic, scientific, and in order to raise the level of knowledge for all the citizens and to keep the Chinese cultural heritage. To keep pace with the changing socio-economic structure from agriculture to industry, and with a projected expansion, plans for educational development are being formulated. The ultimate aim is to develop human resources for the reconstruction of Taiwan as a center of national recovery.



EDUCATION IN THE REPUBLIC OF CHINA

1988

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